

Persistence

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Peer Review: Praise/Question/Suggestion/Response

Expectations What is it you hope to gain from peer review today? I hope I gain a good perspective on how I am doing so far with my tell draft and how well I am incorporating the Adapt Principles

Plans What practices might help you/your classmates attain those expectations?
by going over each person's project and viewing their writing so that we can help them improve upon things

Procedure For this peer review, groups of three will follow these steps:

1. Author: sets expectations; reads/explains TELL aloud
2. Peers: write comments using rubric; share praise/questions
3. Author: asks questions/responds to peer comments
4. Peers: make suggestions/respond to author questions

Have you received comments about...?	Member1 <input checked="" type="checkbox"/>	Member2 <input checked="" type="checkbox"/>	Summarize those comments below
Thorough, specific use of details?	✓	✓	I got a lot of good feedback on my details they said that I did a really good job at incorporating the Adapt Principles
Organization of evidence?	✓	✓	I had a good use of organization, but my grammar was a little off and my typos was messing up,
Genre conventions Past Present Future	✓	✓	They said that my Past, Present, and Future linked together good and also want it meant to be educated.
Techniques discussed in class?	✓	✓	Really good use of the techniques,
Specific, telling details			

Reflection Now that you've received some comments, how will you address them when you revise your work? I will go back in and incorporate my grammar errors.

Evaluation Were your expectations met today? Why or why not? Yes my expectations were met

Please fill out this chart for yourself to hand in with your final draft.

Criterion	Partner 1		Partner 2		Myself	
Arranged relevant details clearly to accomplish the purpose(s)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Example: When I was asked to elaborate more in my story.		Example:		Example:	
Used details thoroughly and specifically?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Example: When I was told to tell the stories in a more specific way		Example:		Example:	
Style and grammar match the models we read in class? (past, present, future)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Example: When I changed my grammar and corrected my mistakes		Example:		Example:	
Used the composing practices we discussed in class? (Specific, telling details)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Example: I use the Adapt Principles.		Example:		Example:	
Implemented the feedback received from Dr. Sherry and my peers?					Yes <input type="checkbox"/>	No <input type="checkbox"/>

After revising your draft, please fill out the rubric below for your EAR project:

Criterion/Grade	4.0	3.0	2.0	1.0
Organization: arranges relevant details clearly to accomplish purpose(s)	X			
Content : uses details thoroughly and specifically to make point(s)		X		
Conventions: style and grammar match the models read in class	X			
Technique: uses composing practices discussed in class	X			

A 4.0 is... Relevant details selected and clearly arranged to make point(s)
 Details used thoroughly and specifically to make point(s)
 Style/grammar of genre(s) examined in class used appropriately for author's own purposes
 Composing techniques discussed in class are used appropriately for author's own purposes

A 3.0 is... Relevant details selected and arranged to make points
 Details used thoroughly or specifically to make point(s)
 Style/grammar of the genre(s) examined in class are used appropriately but mechanically
 Composing techniques discussed in class are used appropriately but mechanically

A 2.0 is... Details arranged to make point(s)
 Details used to make point(s)
 Style/grammar of the genre(s) examined in class are attempted but not always appropriate
 Composing techniques discussed in class are attempted but not always appropriate

A 1.0 is... Details do not seem relevant; arrangement unclear
 Lacks details; does not make point(s)
 Style/grammar of the genre(s) examined in class are not used
 Composing techniques discussed in class are not used